



Landrum High

PO Box 609

Landrum, SC 29356

Grades	9-12 High School	
Enrollment	487 Students	
Principal	Brian Sherman	864-457-2606
Superintendent	Dr. Jimmy Littlefield	864-472-2846
Board Chair	Mr. Michael Smith	864-472-2846

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Excellent
2007	Average	At-Risk
2006	Excellent	Good
2005	Excellent	Excellent
2004	Excellent	Excellent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	7	10	0	0

* Ratings are calculated with data available by September 30.

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our High School			High Schools with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	80.0	84.0	86.9	76.1	81.0	86.0
Passed 1 subtest (%)	10.0	5.3	6.6	11.4	11.2	7.9
Passed no subtests (%)	10.0	10.7	6.6	12.5	7.8	6.1

HSAP Passage Rate by Spring 2008

	Our High School	High Schools with Students Like Ours
Percent	92.6%	95.2%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	100	397
Number of Diplomas	84	305
Rate	84.0%	77.4%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	84.4	77.3
English 1	78.0	71.6
Physical Science	53.6	61.8
All Tests	70.1	70.2

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=487)				
Retention rate	5.7%	Up from 2.1%	5.7%	6.1%
Attendance rate	94.7%	Down from 94.8%	95.4%	95.0%
Eligible for gifted and talented	34.0%	Up from 25.0%	11.9%	8.3%
With disabilities other than speech	13.7%	Down from 14.8%	10.2%	13.0%
Older than usual for grade	4.1%	Up from 1.5%	6.8%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	1.4%	1.5%
Enrolled in AP/IB programs	20.0%	Up from 8.3%	19.3%	11.4%
Successful on AP/IB exams	25.0%	N/A	63.1%	54.3%
Eligible for LIFE Scholarship	33.7%	Down from 40.0%	33.8%	30.5%
Annual dropout rate	1.2%	Down from 1.8%	3.3%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	2.2%	3.1%
Enrollment in career/technology courses	266	Up from 146	948	559
Students participating in work-based experiences	98.3%	Up from 42.1%	11.1%	10.6%
Career/technology students attaining technical skills	75.5%	Down from 86.9%	80.6%	79.6%
Career/technology completers placed	N/A	N/A	99.4%	98.5%
Teachers (n=34)				
Teachers with advanced degrees	73.5%	Up from 64.1%	59.6%	57.4%
Continuing contract teachers	94.1%	Up from 84.6%	71.2%	69.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.9%	7.0%	8.7%
Teachers returning from previous year	93.6%	Up from 91.2%	86.4%	85.0%
Teacher attendance rate	94.7%	Down from 96.2%	95.3%	95.4%
Average teacher salary	\$51,244	Up 6.7%	\$46,401	\$46,061
Professional development days/teacher	12.1 days	Down from 20.2 days	9.9 days	11.4 days
School				
Principal's years at school	1.0	Down from 4.0	3.0	3.0
Student-teacher ratio in core subjects	23.2 to 1	Down from 23.5 to 1	28.1 to 1	25.4 to 1
Prime instructional time	88.1%	Down from 89.4%	89.3%	89.1%
Dollars spent per pupil*	\$9,378	Up 0.1%	\$6,346	\$7,279
Percent of expenditures for teacher salaries*	55.2%	Down from 55.6%	57.3%	55.3%
Percent of expenditures for instruction*	57.7%	Up from 57.3%	62.1%	60.8%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
Parents attending conferences	97.9%	Up from 95.2%	96.4%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Average	No Change	Good	Good
Modern Language Program Assessment	Good	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Average	Average

* Prior year audited financial data are reported.

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	94	92.6%	355	70.1%	100	84.0%	No
Gender							
Male	54	94.4%	189	68.3%	59	83.1%	N/A
Female	40	90.0%	166	72.3%	41	85.4%	N/A
Racial/Ethnic Group							
White	83	95.2%	312	73.1%	90	86.7%	N/A
African American	N/A	N/A	24	29.2%	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	11	72.7%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	13	53.8%	51	52.9%	13	38.5%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	10	70.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	33	87.9%	127	55.9%	35	74.3%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

Report of Principal and School Improvement Council

The LHS tradition of excellence continued during the 2007 – 2008 year. Our Senior Class had 40% who qualified for SC Life Scholarships and 30% were Honor Graduates. The class also earned 2,907,518 million in scholarships. LHS had two students chosen for National Beta Club Awards, and one student earned the State Beta Club John Harris Leadership Award. Landrum initiated a Silent Sustained Reading program that increased circulation in the media center. Student reading incentives were established, including "Lit at Lunch" and Readissance. Our Media Center is considered to be within the excellent range in numerous key categories.

This year the Cardinal athletic teams combined for 5 Region Championships, 3 Upper-State Titles, and won the 1A State Title in volleyball for the second year in a row. The track team had 2 event state champions and LHS had the Region Female Athlete of the Year. The Cardinals also had 3 students chosen to play in the North/South game, and 8 students signed to continue their careers in athletics at the college level. Landrum had 5 region Coaches of the Year and the Region Athletic Director of the Year. The Cardinal JROTC Team won the Honor Unit with Distinction, the highest award any JROTC unit can receive.

Our arts department had an outstanding year. Marching band finished 3rd in upper state and 5th in State 1A. We had 3 students selected for All Region Band, and, for the first time, LHS had one student selected for South Carolina All-State Band. LHS started an Honor Choir in 2007 and sang in Bill Drake's Christmas Spectacular. One student participated in the American Choral Director's Honor Choir. Our strings orchestra won an excellent rating. One student placed first in the Spartanburg Art Museum Logo Contest, and another was chosen to have their art work hang in the SC State Museum.

Landrum's faculty focused on what "great teachers" do everyday and are refining new ways to teach material to ensure student success. Electronic copies of daily lesson plans for all teachers can be found at www.spart1.org/lhs. Landrum's literacy initiative continues with ongoing professional development which allows faculty to use new strategies that promote increased retention. Students participate in engagements that activate prior learning and promote specialized content vocabulary. Summarizing skills help students to construct their own understanding of content material. Frequent use of written and oral assessments allow faculty to monitor student learning.

Landrum's focus on excellence in all areas will continue with the introduction of High Schools That Work, a reform initiative through Southern Regional Education Board (SREB). One component of the reform is to increase rigor to ensure that core content areas are taught at the college entrance level. Faculty, staff and community stakeholders will contribute input to the reform decisions.

Brian Sherman, Principal
Deena Regoni Brasser, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	106	25
Percent satisfied with learning environment	92.3%	88.6%	84.0%
Percent satisfied with social and physical environment	100.0%	89.6%	80.0%
Percent satisfied with school-home relations	71.8%	91.5%	84.0%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

School Adequate Yearly Progress

YES

This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)											
All Students	122	100	7.6	23.7	39	29.7	80.5	72.1	69.7	Yes	Yes
Male	59	100	10.7	30.4	41.1	17.9	73.2	65.9	64.6	N/A	N/A
Female	63	100	4.8	17.7	37.1	40.3	87.1	77.7	74.8	N/A	N/A
White	106	100	4.9	24.3	39.8	31.1	82.5	75.7	81.7	Yes	Yes
African American	11	100	40	20	20	20	50	55.6	53.6	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	83.1	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	13	100	46.2	38.5	15.4	0	23.1	8.6	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	39	100	18.4	26.3	34.2	21.1	63.2	60.5	55.1	I/S	I/S

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)											
All Students	122	100	11	22	38.1	28.8	75.4	71.8	67.2	Yes	Yes
Male	59	100	10.7	25	44.6	19.6	76.8	70.1	66.3	N/A	N/A
Female	63	100	11.3	19.4	32.3	37.1	74.2	73.4	68	N/A	N/A
White	106	100	9.7	22.3	38.8	29.1	77.7	74.7	79.6	Yes	Yes
African American	11	100	30	20	30	20	50	55.6	49.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	83.3	88.9	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	13	100	38.5	53.8	7.7	0	30.8	14.3	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	39	100	23.7	26.3	39.5	10.5	60.5	62.7	53.1	I/S	I/S

Physical Science (End-of-Course Performance by Group)											
All Students	139	95.7	65.5	14.4	8.6	7.2	15.8	N/A	N/A	N/A	N/A
Male	73	95.9	63.0	13.7	12.3	6.8	19.2	N/A	N/A	N/A	N/A
Female	66	95.5	68.2	15.2	4.5	7.6	I/S	N/A	N/A	N/A	N/A
White	123	95.9	61.8	16.3	9.8	8.1	17.9	N/A	N/A	N/A	N/A
African American	11	100.0	N/AV	N/AV	N/AV	N/AV	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	19	94.7	78.9	15.8	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	53	90.6	71.7	15.1	1.9	1.9	I/S	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	131	100.0	12.1	25.0	27.4	35.5	75.0	70.2	70.7
	2008	122	100	7.6	23.7	39	29.7	80.5	72.1	69.7

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	2007	131	100.0	14.5	28.2	37.1	20.2	68.5	65.5	62.2
	2008	122	100	11	22	38.1	28.8	75.4	71.8	67.2

Abbreviations for Missing Data